

Name: Peter
Date of Birth: April 12, 1982

Peter was born with cerebral palsy. When he was two years old, he was diagnosed with autism. He is nonverbal and ambulatory but walks with an unsteady gait. Peter reads at the Low Essentials of the Arizona Academic Standards and is able to type 50 words per minute, but cannot write. He is compulsive about routines, but is slow to start and complete tasks. He becomes very angry when his routine is disrupted, often making loud noises and spitting at those who try to disrupt his routine.

Peter enjoys reading books and listening to music. Often music is used as an incentive to get Peter to accomplish tasks. He is learning basic cooking and cleaning skills. He understands separating whites from colors and knows how to operate a washer and dryer with minimal assistance. Peter helps his mom prepare meals, stirring and combining ingredients as well as setting the table. He has a difficult time operating a microwave and cannot use the oven, stove, and sharp items such as knives because his mother is concerned for his safety.

Peter currently volunteers in the school library and reshelves books. He is beginning to learn how to scan books for when students and teachers check them out. Peter enjoys this experience and his mother hopes he can obtain a part-time job at the public library. Peter is interested in making friends with nondisabled peers. He has been involved in Special Olympics for one event but chose to discontinue because he did not want to participate with people with disabilities. He does enjoy his youth group at church. Peter is very social and gets along well with people who do not have disabilities.

His mother does not want Peter to live in any environment but hers. However, Peter becomes irritable and visually upset when this is discussed. He has typed a letter to his mom indicating his frustration with this and his hope to move out of his mom's house by his 25th birthday. Although Peter is knowledgeable of how to use a computer to type a letter, he has never been evaluated for assistive technology or any type of augmentative communication device. In his free time at home, Peter uses the computer to type poetry, short stories, and other creative vignettes as he enjoys being creative. Peter received an award for outstanding writing of a short story for children at his church.

Student Name: _____ IEP Date: _____

Student Name Peter			Date of Meeting February 6, 2002	
Student Demographics				
DOB April 12, 1982	Age 19	Grade Ungraded	Home Language English	LEP []Y [X] N
School of Residence Likealot School	School of Attendance Likealot School		Language of Instruction English	Category of Eligibility MDSSI
Parent/Guardian Roxanne	Home Address 14 Novel Lane, Phoenix, AZ 85000		Home Phone (602) 555-0022	Work Phone (602) 555-1238

IEP Team Meeting Participants §300.344(a)(1-7)		
Role	Name	Date
Student	Peter	2/6/02
Parent/Guardian/Surrogate	Roxanne	2/6/02
LEA Representative	Maxine	2/6/02
Special Education Teacher	Hilda	2/6/02
Regular Education Teacher	Theresa	2/6/02
Individual to interpret the results of the evaluation		
Agency Representative		
Interpreter _____ language		
Other Assistive Technology Coordinator	Eva	2/6/02
Other		

Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).

Peter wants to obtain part-time employment with the assistance of a job coach. He enjoys using computers and being around people. He is very creative and likes to write short stories and poetry. Peter also enjoys attending church. He would like to get involved in social clubs, but wants to be fully integrated with nondisabled peers as opposed to joining groups like Special Olympics. Peter wants to move out of his mother's house by his 25th birthday.

Present Levels of Educational Performance (PLEP)

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Peter is nonverbal and currently communicates using a computer. He would benefit from an assistive technology evaluation to address access and software needs, as well as to investigate augmentative communication devices. Peter currently is able to type 50 words per minute. He performs in all areas at the Low Essentials level of the Arizona Academic Standards. Peter has been working in class on using various strategies, such as differentiating fact from opinions, making predictions, and paraphrasing. With his interest in writing short stories, these skills will help with his creative writing. He also has been working in class on writing a personal narrative or creative story with a beginning, middle, and an end. Peter also has been working on developing writing skills including creating personal and business letters. Peter has been working on life skills including cooking and cleaning. He has enjoyed the greater independence of such tasks as doing his own laundry. He has learned how to separate whites from colors and operate the washer and dryer.

Peter benefits from structure and a set routine. When his routine is interrupted, behaviors such as spitting and loud noises occur. Having a routine in school and in the home, with visual cues and a checklist, would help Peter stay on task, complete tasks, and feel successful at the end of the day. Music is often used to help Peter transfer from one task to another, and to entice him to complete a task. Peter also enjoys reading books. He writes poetry and short stories on his computer. He has been volunteering in the school library reshelving books, and is being trained by a fellow student on how to scan books for checkout. Being that Peter has volunteered in the school library but has never worked in the community, Peter needs job shadowing and on-the-job training before leaving high school. Although Peter has not directly expressed an interest in working in a public library, his mother thinks he would enjoy a Library Clerk position. Peter needs vocational assessments and career exploration to help him determine his career goals.

Peter has expressed a desire to live independent of his mother by his 25th birthday, yet does not know options available to him for moving out of the house. Peter would benefit from exploring living options including an apartment, a group home or supervised living. Peter is realistic about not living alone as he knows his needs are too great in many areas. Peter has difficulty with items such as a microwave. He has a burn on his forearm from trying to use the oven range and is reluctant to try recipes in cooking which require baking. His mother prohibits Peter from using the oven, stove, and sharp knives at home.

Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually: §300.347 (7)(b)(1)				
Age: 17 School Year: '99-'00	Age: 18 School Year: '00-'01	Age: 19 School Year: '01-'02	Age: 20 School Year: '02-'03	Age: 21 School Year: '03-'04
Life Skills Math	Life Skills Math-money management	Life Skills Math – money management, purchasing	Computers	Computers
Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts
Social Skills Training	Social Skills Training	Social Skills Training	Independent Living Skills	Independent Living Skills
Employment Skills/Career Exploration	Community Based Instruction	Community Based Instruction	Community Based Instruction	Off-campus work experience
Creative writing	Food preparation/nutrition	Work Experience on campus—library	Work Experience on campus-library	Off-campus work experience
Adaptive P.E.	Adaptive P.E.	Adaptive P.E.	Portfolio Development	
Additional Educational Opportunities:				
Best Buddies; mentoring through Independent Living Center; attend church and share stories written to Sunday School classes				

Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)
At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).
<input checked="" type="checkbox"/> Yes, Date: 2/6/99
<input checked="" type="checkbox"/> Guardianship legally held by Peter's Mom

Student Name: _____ IEP Date: _____

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Provide community-based instruction at specific retail stores	*School	*School
Community Experiences:	*Participate in volunteer program at local library as Library Page *Learn about social/recreational clubs in the community *Speak with Independent Living Center regarding mentoring	*Peter, School *Peter, Peter's mom *Peter, Peter's mom	*School * Peter's mom *Independent Living Center - there is no expense
Employment:	*Refer to VR to determine eligibility *Obtain part-time employment in field of interest	*Peter, Peter's mom *Peter, VR	*VR-there is no expense *VR
Related Services:	*Conduct assistive technology assessment to evaluate communication needs and computer access *Teach awareness of personal safety *Use assistive device for making and receiving telephone calls	*Peter, School, Southwest Human Development Assistive Technology Specialist *School *Peter, Assistive Technology Specialist	*School *School *School, DDD
Post-secondary training and Adult Living:	*Open bank account *Establish succeeding legal guardianship and trusteeship for Peter's income *Prepare will, taking into account Peter's requests	*Peter, Peter's mom *Peter's mom *Peter, Peter's mom	* Peter's mom * Peter's mom Peter's mom
Daily Living (if appropriate):	*Apply for DDD services *Provide in-home training for basic self-care skills	*Peter, Peter's mom *Peter, Peter's mom, School	*DDD-there is no expense * Peter's mom will work with Peter at home; School will provide training while attending
Functional Vocational Evaluation (if appropriate):	*Contact agencies that provide functional vocational assessments in the community *Develop a vocational profile based upon functional information	*Peter's mom *Peter, United Cerebral Palsy of Central and Northern Arizona	*There is no expense *Peter's mom, UCP

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Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)

School Year	Services Needed	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Eligibility Determination	DDD	Peter's mom, March '02	March – July '02	Eligibility determination for habilitation and referral to VR for ESS services
'01-'02	Assistive Technology Evaluation	AT Coordinator, Southwest Human Development	School, March '02	March '02- May '02	Conduct AT evaluation to determine appropriate augmentative communication device and computer access needs
'02-'03	Telephone access at home	AT Coordinator, Southwest Human Development	Peter's mom, upon completion of school evaluation	June '02	Independent access to home telephone
'02-'03	Eligibility to VR	VR-ESS counselor	DDD Support Coordinator, fall '02	Fall '02	Placement on waiting list for funding for long-term employment supports
'03-'04	Vocational Profile	UCP of Central and Northern Arizona	Peter's mom, August '03	August '03 – October '03	Conduct vocational profile to determine preferences, conditions, contributions of employment

If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.

DDD was unable to attend the meeting. However, the Support Coordinator sent over information for Peter and his mother to complete to submit for eligibility determination. Once approved by DDD, DDD will then refer to VR for eligibility, which is why VR was not in attendance at the IEP meeting.